

## Exploring Expository Text

### Lesson Preparation

Daily Lesson 15	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.13C E1.15Ai-v E1.17Ai, ii, iii, C E1.18Biii	E1.13D E1.18A E1.18Bi E1.19A
<b>Vocabulary of Instruction</b>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Writer's Notebook (1 per student)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Student drafts of essays (1 per student)</li> <li>• Sample analytical essay</li> <li>• Colored pencils – 2 different colors</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Handout: <b>Analytical Essay Checklist</b> (1 per student)</li> <li>• Teacher Resource: <b>English 1 Unit 03 Reading Appetizer</b></li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Review your sample analytical essay and determine where adding a dash in a sentence would be appropriate.</li> <li>3. Prepare a conventions (conventions, punctuation and capitalization) review for those conventions with which your students still appear to struggle.</li> <li>4. Refer to Teacher Resource: <b>English 1 Unit 03 Reading Appetizer</b></li> </ol>	
<b>Background Information</b>	<p>Students should use dashes sparingly in formal writing. In informal writing, dashes may replace commas, semicolons, colons, and parentheses to indicate added emphasis, an interruption, or an abrupt change of thought.</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information</i></p>	

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	<i>and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding."</i>
Teacher Notes	If your students continue to struggle with the conventions addressed in this <a href="#">Instructional Routine</a> , consider incorporating more direct instruction during the Mini Lesson.

## Instructional Routines

### WRITING

<b>Daily Lesson 15</b>	
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students revise and edit an analytical essay based on input from peers.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer</li> <li>2. Ask: <b>What is the difference between revising and editing?</b> Discuss responses, ensuring students understand that revising focuses on the content of their essay, development of ideas and clarity of their writing, while editing addresses the mechanics of writing, grammar, punctuation, capitalization and spelling.</li> <li>3. Display the teacher prepared conventions review, using errors commonly found in the students' rough drafts. Complete the review with the whole group and explain to students that this review was chosen because many of the students struggle with the same errors. Remind students to refer to the information they have recorded in the Writer's Notebook as necessary.</li> <li>4. Introduce the <i>dash</i> and explain to students when and how it should be used. Students record the information in the Writer's Notebook. Stress that the dash should be used sparingly in formal writing. Display the teacher example sentence and model adding a dash to emphasize parenthetical information. Instruct students to choose a sentence from their draft for which adding a dash would help to emphasize the information. Invite students to share their example with an <b>Elbow Partner</b>.</li> <li>5. Display the draft of the essay and <b>Think Aloud</b> to add a title. Explain that students should title their analytical essay in an appropriate manner for the audience they are addressing.</li> <li>6. Display Handout: <b>Analytical Essay Checklist</b>. Instruct students to write revision suggestions in one color and to circle editing concerns in another.</li> <li>7. Students should use the Writer's Notebook and the dictionary as a reference source if needed.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In pairs, students peer revise and edit a partner's paper using Handout: <b>Analytical Essay Checklist</b> and colored pencils.</li> <li>2. Each student draft should be checked by two peers.</li> <li>3. Students begin making necessary revisions and edits to their essays based on peer input.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does having a peer offer suggestions for revisions and edits help improve writing?</b> Discuss responses.</li> </ol>